



BEECH SPRINGS INTERMEDIATE

200 S Danzler Road
Duncan, South Carolina

Grades	5-6 Elementary School	
Enrollment	589 Students	
Principal	Ginger Thompson	864-949-7600
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Excellent
2009	Average	Average
2008	Average	Good
2007	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

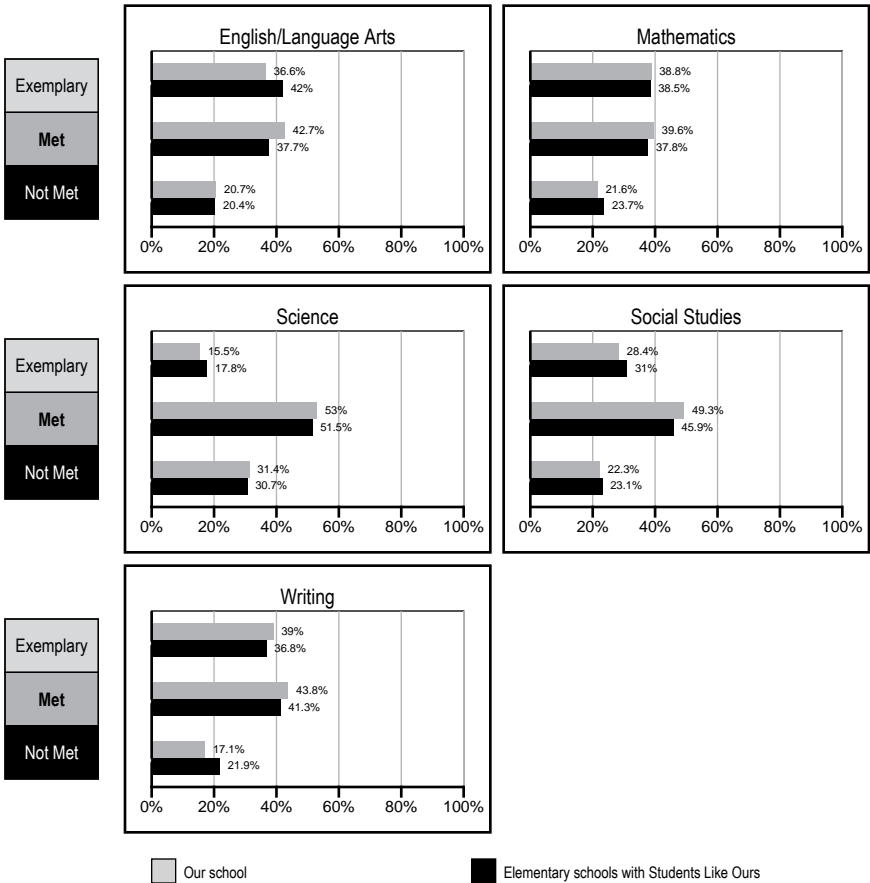
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	34	53	1	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=589)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Up from 0.2%	1.2%	1.1%
Attendance rate	96.9%	Up from 96.6%	96.1%	96.2%
Served by gifted and talented program	20.6%	Down from 21.9%	14.3%	13.4%
With disabilities other than speech	7.0%	Down from 11.8%	5.1%	4.1%
Older than usual for grade	0.5%	Up from 0.2%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	56.4%	No Change	60.6%	62.5%
Continuing contract teachers	84.6%	Up from 79.5%	90.0%	88.2%
Teachers returning from previous year	81.1%	Up from 80.0%	88.4%	87.8%
Teacher attendance rate	95.8%	Down from 96.1%	95.2%	95.2%
Average teacher salary*	\$45,923	Down 0.8%	\$46,460	\$46,773
Professional development days/teacher	7.8 days	Down from 13.1 days	10.7 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.5	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 8.6 to 1	20.1 to 1	19.9 to 1
Prime instructional time	91.7%	Down from 92.0%	90.3%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,650	Down 2.7%	\$7,051	\$7,447
Percent of expenditures for instruction**	68.9%	Up from 66.7%	68.4%	68.4%
Percent of expenditures for teacher salaries**	67.1%	Up from 63.6%	65.6%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Greetings from Beech Springs Intermediate School! Our motto, "Building the Future One Child at a Time," truly exemplifies our approach to teaching and learning. We pride ourselves on identifying each child's individual strengths and weaknesses in an effort to provide exemplary academic experiences. In addition, we provide numerous opportunities for our students to learn more about making good choices in order to become productive citizens. Our students have participated in Pennies for Patients, Relay for Life, Hoops for Heart, collected cleaning and paper goods for senior citizens, collected canned goods for the needy, organized "Walk for Weiners" to benefit the Dachshund Rescue of North America, and donated supplies to the Animal Shelter.

Our children are incredible! As a result of their hard work and commitment to doing their best, Beech Springs received the Palmetto Gold Award for improved academic achievement. Our students and teachers have set goals and worked diligently to reach them.

With the help of our teachers, parents, and community members, our PTO has continued to provide outstanding support for our school. Our PTO purchased a new digital sign for the front of the school, projectors, Interwrite Pads, Huey Webcams for every teacher, assisted with student recognition in numerous ways, welcomed parents, grandparents, and pastors into our building for breakfast, hosted our annual Spring Carnival, and continued to offer opportunities for parents to be a part of our school.

Beech Springs is a special place to learn and grow. We are so thankful for the wonderful students that we have the privilege to work with every day. Thank you for sharing your precious children with us.

Ginger Thompson
Principal

Sandy Freeman
SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	268	149
Percent satisfied with learning environment	84.6%	84.9%	87.8%
Percent satisfied with social and physical environment	84.6%	81.6%	86.6%
Percent satisfied with school-home relations	84.6%	88.0%	80.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%**	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	594	100	20.7	42.6	36.7	88.5	86.9	82.4	Yes	Yes
Gender										
Male	295	100	24.3	43.2	32.5	85.7	83.1	78.7	N/A	N/A
Female	299	100	17.1	42	40.9	91.3	90.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	398	100	16.9	41.8	41.3	90.5	89.7	88.9	Yes	Yes
African American	145	100	29.5	41.7	28.8	84.9	78.6	72.9	Yes	Yes
Asian/Pacific Islander	14	100	23.1	38.5	38.5	76.9	95.6	93	I/S	I/S
Hispanic	36	100	25.7	54.3	20	85.7	79	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	61	100	68.4	26.3	5.3	49.1	46.5	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	29.3	46.3	24.4	78	79.1	78.3	Yes	I/S
Socio-Economic Status										
Subsidized meals	371	100	25.6	44.5	29.9	85.3	80.9	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	594	100	21.6	39.8	38.7	84.6	87.3	81.9	Yes	Yes
Gender										
Male	295	100	21.1	39.6	39.3	83.2	85	79.9	N/A	N/A
Female	299	100	22	39.9	38.1	86	89.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	398	100	16.4	38.6	45	88.1	90.3	88.9	Yes	Yes
African American	145	100	34.5	41.7	23.7	77	78.5	71.4	No	Yes
Asian/Pacific Islander	14	100	23.1	23.1	53.8	84.6	94.4	94.6	I/S	I/S
Hispanic	36	100	25.7	48.6	25.7	77.1	79.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	61	100	71.9	26.3	1.8	36.8	46.5	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	29.3	39	31.7	73.2	81.9	81.4	No	I/S
Socio-Economic Status										
Subsidized meals	371	100	28.4	38.8	32.8	79.9	81.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	298	98.3	30.4	53.9	15.7	69.6	75.4	68.6
Gender								
Male	147	97.3	26.5	52.2	21.3	73.5	74.4	68.3
Female	151	99.3	34	55.6	10.4	66	76.4	68.9
Racial/Ethnic Group								
White	191	99	24	55.3	20.7	76	81.2	80.7
African American	79	96.2	45.2	49.3	5.5	54.8	58.4	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.5	85.3
Hispanic	19	100	31.6	57.9	10.5	68.4	62.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	30	96.7	N/AV	N/AV	N/AV	23.1	33.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	22	100	N/AV	N/AV	N/AV	58.3	62.9	60.7
Socio-Economic Status								
Subsidized meals	187	97.9	36.3	55	8.8	63.7	65.9	57.3
Social Studies								
All Students	296	100	22.3	49.3	28.4	77.7	80.3	72.5
Gender								
Male	148	100	20.6	46.1	33.3	79.4	80	72
Female	148	100	24.1	52.5	23.4	75.9	80.7	73.1
Racial/Ethnic Group								
White	207	100	21.2	46.5	32.3	78.8	82.9	81
African American	66	100	23.8	55.6	20.6	76.2	71.9	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.1	89
Hispanic	17	100	31.3	62.5	6.3	68.8	71.9	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	31	100	66.7	23.3	10	33.3	36.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	17	100	23.5	52.9	23.5	76.5	75.2	69.7
Socio-Economic Status								
Subsidized meals	184	100	26.4	51.7	21.8	73.6	71.6	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	307	100	17.1	43.8	39	82.9	76.8	73.2	96.9	96.5
Gender										
Male	149	100	19.1	44.7	36.2	80.9	72.5	67.2	96.6	96.4
Female	158	100	15.2	43	41.7	84.8	81.5	79.4	97.1	96.6
Racial/Ethnic Group										
White	200	100	14.7	39.3	46.1	85.3	80.5	81.5	96.6	96.2
African American	84	100	23.8	51.3	25	76.3	67.8	61.3	97.6	97.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	76	87	98.2	97.4
Hispanic	16	100	13.3	60	26.7	86.7	66.7	66.7	96.7	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	97	95.8
Disability Status										
Disabled	30	100	N/AV	N/AV	N/AV	41.4	26.1	26	96.5	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	17.6	52.9	29.4	82.4	63.6	65.7	97.5	97.2
Socio-Economic Status										
Subsidized meals	197	100	21	46.8	32.3	79	68	63.2	96.6	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	286	100	16.3	46.6	37.1	83.7
	6	296	100	18.6	37.5	43.9	81.4
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	306	100	19.6	46.4	34	80.4
	6	288	100	21.8	38.5	39.6	78.2
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	286	100	20.5	33.7	45.8	79.5
	6	296	100	28.1	39.6	32.3	71.9
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	306	100	21.6	38.1	40.2	78.4
	6	288	100	21.5	41.5	37.1	78.5
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	141	100	17.6	54.2	28.2	82.4
	6	149	100	34.7	47.2	18.1	65.3
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	154	98.1	28.3	50.3	21.4	71.7
	6	144	98.6	32.6	57.8	9.6	67.4
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	145	99.3	33.6	52.2	14.2	66.4
	6	147	99.3	19.1	61.7	19.1	80.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	152	100	23.6	47.9	28.5	76.4
	6	144	100	21	50.7	28.3	79
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	282	99.7	24.9	38.5	36.6	75.1
	6	298	100	21.6	40.1	38.3	78.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	307	100	17.1	43.8	39	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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